

# Pupil premium strategy statement – St.Luke’s Catholic Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	29.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Louise Evans Headteacher
Pupil premium lead	Francesca Rovizzi Deputy Headteacher
Governor / Trustee lead	G Livesey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59.660.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 59.660.00

# Part A: Pupil premium strategy plan

## Statement of intent

At St Luke's our intention is to provide a rich meaningful and motivating curriculum which links purposefully to real life for all children irrespective of their background or personal challenges. All children at St Luke's are supported to make good progress and achieve highly across all areas of the curriculum. The pupil premium strategy is to support disadvantaged children to reach their full potential, including those pupils who are already high attainers

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the centre of our approach, with a focus on areas across the curriculum in which our disadvantaged pupils require the most support.

Effective and targeted high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils within school. The aim of St Luke's pupil premium strategy is to ensure that the attainment and progress of all pupils is sustained and continues to improve.

Within our plan we have carefully considered the need for education recovery because of school closures and disruption during the pandemic. Within the strategy is a commitment to targeted support through 1:1 and small group tuition for pupils whose education and development has been effected, including non- disadvantaged. We aim to provide children with a wide range of extra-curricular activities and experiences from which they can benefit both academically and personally.

Our approach will be responsive to challenges and individual needs, rooted in timely and robust diagnostic assessment. The approaches adopted at St Luke's will complement each other and the school's curriculum to help all pupils excel and reach their full potential. To ensure that the school's plan is effective St Luke's will:

- Ensure disadvantaged pupils, of all abilities, are challenged in the work that they are set
- Act early to intervene at the point where need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessment, observations, and pupil voice highlight that many disadvantaged children in all year groups within school have underdeveloped oral language skills and vocabulary gaps.
2	Assessment, observations and pupil voice identify disadvantaged pupils generally have greater difficulties with phonics than their peers. This subsequently impacts negatively on their progress as readers.
3	Assessment, observations and pupil voice identify disadvantaged pupils often have lower levels of attainment in writing due to their limited experiences and exposure to language and English writing structures.
4	Internal and external assessments indicate that mathematics attainment and progress among disadvantaged pupils is often lower than their peers. Assessments identify disadvantaged pupils often lack the language and skills needed to reason and problem solve within mathematics.
5	Internal assessment strategies, observations and discussions with pupils and families has identified social and emotional difficulties for many pupils. Many disadvantaged peers have had a lack of enrichment opportunities due to school closures and financial constraints. This has had a negative impact on the disadvantaged children including on their attainment.
6	Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1-5% lower than for non-disadvantaged pupils. However, this year disadvantaged children were on average slightly higher than non-disadvantaged at 95.82% and 95.74% respectively.
7	Mobility factors – children from other settings who are eligible for PP join us often lower than the expectations of their peers.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral and language skills	Assessments, observations and moderation shows a significant improved oral language and vocabulary understanding for disadvantaged children.

	Children are able to articulate vocabulary meaning when reading and are using this learnt vocabulary within their independent writing.
Improved reading attainment among disadvantaged pupils	KS2 reading, for disadvantaged pupils are in-line with those of non-disadvantaged children in 2026/27 Disadvantaged pupils will make expected progress from starting points.
Improved writing attainment among disadvantaged pupils	KS2 writing, for disadvantaged pupils are in-line with those of non-disadvantaged children in 2026/27. Disadvantaged pupils will make expected progress from starting points
Improved maths attainment among disadvantaged pupils	KS2 maths, for disadvantaged pupils are in-line with those of non-disadvantaged children in 2026/27. Disadvantaged pupils will make expected progress from starting points.
To achieve and sustain improved well-being for all pupils in school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• A significant increase in participation in extra-curricular activities</li> </ul> A significant increase in participation in enrichment activities including residential trips.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall absence rate for disadvantaged pupils is in-line with peers and at or above school attendance target.</li> </ul> Percentage of disadvantaged children who are persistently absent is in-line with peers.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil. This information is used to support teacher assessment to ensure that accurate, specific and focused interventions:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase of CPD and up to date resources of Read, Write, Inc Phonics scheme which is a DFE validated systematic phonics programme to ensure high quality phonics teaching and intervention for all pupils.</p> <p>Purchase of new RWI Ditties reading books for consolidating sounds and fluency at home and in school.</p>	<p>Research into high quality phonics teaching shows that it has a positive impact on word reading fluency and vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 3</p>
<p>Developing and consolidating dialogic and</p>	<p>Research has shown that oral language intervention, including dialogic activities such as high-quality classroom discussion are inexpensive to implement but</p>	<p>1, 2, 3</p>

<p>speech and language activities and intervention across the school. Including the purchase of necessary resources, training and staffing to plan, deliver and monitor the programmes.</p> <p>ELSEC/ Talkboost programme promoting speech, language and communication in the Early Years and Key Stage 1.</p>	<p>have high impact on pupils' language acquisition and reading including their comprehension skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years</a></p>	
<p>Continued development of the English curriculum in line with EEF guidance</p> <p>Purchase of Grammarsaurus to ensure a systematic approach to writing,</p>	<p>Research has indicated that disadvantaged children who need the most help to secure strong learning aren't always finishing key stage 1 with the foundational knowledge and skills they will need throughout the rest of their education .</p> <p>A Strong curriculum and teaching have greatest impact on children who begin school with the lowest starting points.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2,3,7</p>

<p>ensuring all pupils are achieving' keep up' not 'catch up' in writing fundamentals in KS1 and KS2.</p> <p>Cost of training , release time for staff to deliver, plan monitor and assess new programme of study.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school</a></p>	
<p>Ensuring that all teachers have access to high quality CPD and resources using providers such as Severn Teaching Alliance.</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CDP.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of programme	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1, 4

<p>ELSEC/ Talkboost programme in KS1 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years">https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Literacy Pathway sessions targeted at disadvantaged pupils in ks2 who require further support in improving fluency in reading.</p> <p>Cost of CDP and training.</p>	<p>Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment and after school clubs will be available for all children including disadvantaged children.</p>	<p>Aspirational intervention - most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>5,6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 59,660.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Data from summer term '24

	Reading	DA	Writing	DA	Maths	DA
Year 2	75%	55.6%	60%	100%	88.9%	100%
Year 3	52.4%	20%	61.9%	33.3%	70%	55.6%
Year 4	77.3%	75%	72.7%	40%	52.4%	0
Year 5	64%	40%	68%	50%	86.4%	75%
Year 6	83.3%	100%	83.6%	50%	72%	50%

#### Year 1 phonics check

	Non-disadvantaged	disadvantaged
Pass	84%	100%

KS2	Reading				Writing				Maths				Combined				EGPS			
	22/23		23/24		22/23		23/24		22/23		23/24		22/23		23/24		22/23		23/24	
	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS	ARE	GDS
National – all pupils	73	29	74	29	72	13	71	13	73	24	73	24	60	8	61	8	72	30	72	32
Local Authority – all pupils	76	31	75	29	72	13	73	13	74	22	73	21	61	8	62	7	73	30	72	32
All pupils	69	19	76	36	77	12	76	16	62	7	76	20	54	4	64	12	73	23	68	32
Disadvantaged	40	0	80	40	60	0	100	20	40	0	80	20	30	0	60	20	50	0	60	40
SEND	0	0	40	0	0	0	40	0	0	0	0	0	0	0	0	0	0	0	20	0

Data collected last academic year at the end of KS2 shows significant improvements to closing the gap from the previous year. Disadvantaged children achieved higher than non-disadvantaged children in reading, writing and maths. In reading, there was a 40% increase in those achieving ARE + from last year. In writing, all DA children achieved ARE + and maths also showed that DA children had achieved highly compared to national figures.

Reading remains a relative strength for DA children and the vast majority of children are making expected progress. In the phonics check, 100% of disadvantaged learners achieved a pass and end of ks2 data shows that disadvantaged children achieved higher than national figures. The embedding of RWI across the whole school enables early readers to systematically acquire and practise the specific knowledge they need to become fluent readers.

To ensure the RWI phonics scheme continues to be successful and provide all children with the opportunity to practise their current sounds at home and in school, new book sets have been purchased to enable the consolidation of sounds.

In KS2, new admissions are assessed and provision, if required, is easily accessed so the children have quickly begun to make progress. Transition from KS1 to KS2 has been identified as a difficult step for some disadvantaged

learners. To combat this, children requiring additional support can continue to access RWI and /or the Literacy pathway. Disadvantaged children have made accelerated progress in reading age since the programme commenced with pupils making on average 10 – 20 months accelerated progress. Funding will continue to provide training for additional TA support to deliver the programme in KS2 especially in year groups 4 and 6 where there is a high number of disadvantaged pupils.

Writing continues to be an area for development. Disadvantaged learners are encouraged to engage with extra-curricular experiences to provide them with the vocabulary and motivation to write at length. A subscription to widget has enabled early learners and especially disadvantaged pupils to access essential and varied vocabulary with confidence. While children are exposed to rich vocabulary, accuracy in punctuation and spelling is still a barrier for disadvantaged children. It has been identified that many of our disadvantaged children have benefitted from systematic approaches to learning in both reading and maths. A similar approach to writing will be implemented with the purchase of Grammarsaurus to ensure fundamental principles are embedded in early writing and across the school.

In maths, the introduction of Numbersense in the Autumn term has had a significant impact on the percentage of children working at ARE and ARE+, this is also evident in KS1 where disadvantaged children achieving at ARE+ have increased from 45% to 58% over the course of the year. Targeted interventions based on the programme will continue to close gaps in mathematical understanding.

In Early years, although the number of disadvantaged children achieving a good level of development has dropped slightly, the pupils are still in line with national standards. Assessments and observations have shown that many children struggle with basic communication, as a result, an ELSEC and Talkboost programme was initiated to ensure that DA pupils are identified early on and receive the support they need to acquire speaking and listening skills in line with their non-disadvantaged peers.

Attendance of all disadvantaged pupils was 0.08 % higher ( 95.82% )than those of their peers last academic year. To maintain and improve on these standards, the pupil premium strategy continues to focus on attendance of all pupils including disadvantaged pupils. This ensures that all pupils obtain a sustained and sequenced curriculum without any attendance gaps.

Regular in house and external CPD for all staff was carried out to ensure that they keep abreast of changes to the curriculum and expectations, so that the

needs of all pupils can be met. This is always carefully linked to the SDP and staff priorities.

Coaching is also used to support staff within the classroom setting; this includes both teachers and TAs.

Non-Class Based SENDCo supported and advised staff, ensuring all support staff have the appropriate CPD to meet the needs of the intervention they provide. Termly meetings are held with each class teacher, the SENDO and PP lead to support the planning of additional support, provision and the setting of key targets.

The impact of COVID 19 disrupted most children's learning across the curriculum and the ability of the school and families to enrich the children's lives and experiences beyond the school day. The pupil premium strategy will continue to support all pupils including disadvantaged pupils to ensure that they are able to participate in a full and rich curriculum inside and outside of the classroom. Internal observations have also proven an increase in the pupil's mental health and well-being when the school is able to provide extra-curricular activities including after school clubs. This strategy will continue to support disadvantaged pupils accessing these.

As a school we continue to support disadvantaged pupils' access to a broad and balanced curriculum which is enriched through educational trips, visits and visitors such as Arthog and sports coaches. The continued focus for the pupil premium strategy for this plan continues to be attainment and progress of disadvantaged pupils including those who are higher attainers.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	Ruth Miskin
Purple Mash	Purple Mash
Cornerstones	
Number sense	

Grammarsaurus	
Talkboost	
Times tables rock stars	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*